Patterson High School

Teacher: Megan Nichols Lesson Date:

Subject: Government Unit Title: Civil Rights & Civil Liberties

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  CLG 1.2.2 Analyze legislation designed to protect the rights of individuals and groups and to promote equity in American Society | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT evaluate how the Civil Rights Act, Voting Rights Act, and Affirmative Action have affected the rights of African Americans and Minorities by participating in a kinesthetic anticipation guide, taking comparative notes, participating in a scored discussion and taking, grading and analyzing the results of an exit ticket. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Teacher will greet students at the door and direct them to begin their do-now.    “In order to treat some persons equally, we must treat them differently.” Do you agree or disagree with this quote? Explain.  Teacher will give preferential treatment to the female students in the class, awarding excessive class points for their effort to help students preview the experience of affirmative action. | |  |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will participate in a kinesthetic anticipation guide in response to the following statements: (agree—stand on chair, disagree---sit on desk edge; also could be completed as 4 corners)   1. People of all races and genders have access to equal opportunities in the United States. 2. All races and genders should be treated equally in most situations. 3. It is the responsibility of the government to ensure that people of all races, genders, backgrounds, etc. have access to equal opportunities. 4. If a person has struggled more in life due to their race, gender or background, he/she should get special consideration when applying to colleges or jobs. 5. Is it ok to use the “race card?” Why/why not?   Teacher will pause after each statement and ask 3-4 students to express their opinions using evidence from their own life or from background knowledge. Teacher will continue to give preferential treatment to the female students in the class, awarding excessive class points for their effort. After the activity, teacher will explain preferential treatment to female students and transition to explain that The Fourteenth Amendment states that all citizens have **equal protection under the law** (CFU review from previous day’s lesson), the government also has to struggle with the question(s): what does truly equality look like? And is equal the same thing as fair? | |  |
| 15 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will use guiding questions and images in PP slide to lead students to the day’s key points:   |  |  | | --- | --- | | PROBLEM | SOLUTIONS | | Minorities still face discrimination in the U.S.;  Some discrimination is the result of the legacy of slavery and segregation | Voting Rights act (1965): Made any law discriminating against the voting rights of African Americans illegal.  Ex: outlawed poll taxes and literacy tests  Civil Rights act (1965): Made any law discriminating against the rights of African Americans illegal.  Affirmative action: Policies that consider an applicant’s ethnicity, race, or sex in order to promote equal opportunity  Ex: University of California v. Bakke—it is **illegal** to set aside positions for any one group, but it is **legal** to use race, gender or background as a BONUS for an applicant | | |  |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Students will receive their Harvard admissions cut outs in envelopes as well as their discussion guides. Teacher will explain that students need to put the idea of affirmative action into practice—this is a real struggle that employers and colleges. Students will have 15 minutes in groups to complete the attached Harvard admissions guide that puts them in charge of determining what applicants will be accepted to the University. Students also will prepare one person to present for the scored discussion by preparing the presenter to convey an evidence based opinion—(expresses group’s opinion using concrete evidence from the admissions documents) and summary of important factors (explains what general factors or trends should be most important in admissions decision ). | |  |
| 20 | **Practice as a class:**  Students will participate in a shared discussion in which each group will have a presenter defend their choices for admission at Harvard. Students will follow the scored discussion procedure:  -Presenter from each group must stand, thank teacher or previous group for calling on them, and state if they confer or disagree with previous group(s).  -Presenter for each group will follow this protocol; after each group has presented, teacher will open floor to those students that did not present to express their opinions.  \*timing dependent could do 2 rounds in which students express top choice and second choice to give more students the opportunity to present.  Discussion is scored in the following way (score board posted on PP slide, teacher will add in after each group or round):  1 point: uses class time effectively to prepare  1 point: Formalities—thanking previous group, standing and expressing if group confers/agrees with previous group  1 point: Evidence based opinion—expresses group’s opinion using concrete evidence from the admissions documents  1 point: Summary of important factors: explains what general factors or trends should be most important in admissions decision  1 point: Respectful and engaged throughout the entire discussion | |  |
| 7 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Post it: students will take a stance on affirmative action programs by completing a blurb print out with their thoughts in response to the following prompt:  ***I believe that Affirmative Action Programs are…***  ***Fixing past injustice by aiding disadvantaged minorities***  ***OR***  ***“reverse discrimination” that punish many to benefit a few***  Students will post their thoughts on the Unit board and the teacher will re-cap exemplar responses, particularly nothing those students that cited evidence from the course material. | |  |
| 7 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will take, grade and analyze the results of their exit ticket by posting their mastery or need to re-do for mastery. | |  |
| 5 | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Post to unit board | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |